

LAH6936/LAS6938  
Brazilian Historiography: Fall 2021

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Office Hours: Mondays and Wednesday, 1-2:30<sup>1</sup>

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This graduate seminar introduces the historiography concerning Brazil written in English. It is meant to give the student some sense of the established authors and debates, as well as some notion of the narrative. Generally, at least up to the twentieth century, the seminar is chronologically, rather than thematically, organized. It also follows the traditional emphases of the literature in its focus on socio-economic and political history. A more thematic approach, however, is necessary for works on the past century, as is attention to a more varied set of concerns. The lacunae will be obvious as the student examines the historiographical essays appended to the Bethell volumes noted below. Certainly, the limitations imposed by excluding works in Portuguese are grave, and underscore the introductory nature of the seminar. The obvious shifts in approach over time compel the professor to revise the bibliography from time to time; he does this to familiarize students not only with indispensable classics, but more recent works critical for new contributions or exemplification of an important trend. Inclusion does not always mean endorsement, not least because the capacity to critique historians' works is also central to our work together.

#### **Course Organization and Requirements:**

As a seminar, the course emphasizes the students' participation at the seminar's in class meetings. The professor's role will be limited to that of grading performance, written and oral, and providing additional information or direction to the seminar discussion when strictly necessary.

**A. Common Reading:** Students will read the works listed below (under "Required Weekly Readings") during the week preceding the seminar meeting so as to attend the meeting ready for discussion. **This means, of course, that students will have to prepare for the first week's meeting before the semester actually begins.** Active participation at every meeting is central to our work together. All required reading will be accessible on two-hour reserve at Library West.

**Each seminar participant must be prepared to discuss each of the works according to the following criteria:**

1. the author's intent;
2. the author's sources and theoretical approach and methodology;
3. the author's biases;
4. the author's contribution(s) to the field;
5. the author's errors and lacunae, and the student's suggested directions for future research along lines suggested by the work in hand.

These criteria are detailed at some length in the supplement "The Historiographical Essay: Guidelines and Requirements" on the instructor's website (although that document, intended originally for undergraduate courses, assumes the student is working on a term paper, rather than one work alone).

**B. Presentations and Discussions:** Each student will have at least one opportunity to introduce a seminar meeting's work(s) in a fifteen-to-twenty-minute prepared talk covering these criteria. We will establish who is responsible for each week's presentation at the first seminar meeting. Aside from presenting her/his own sense of the work, the presenter is also expected to introduce the author to the seminar, noting, for example the author's dates, schooling, mentor, employment, grants, and other signs of distinction and standing in the field. These data can be gleaned from the author's acknowledgments, online vita, published biography/obituary, and so on. Once the student presenter has concluded her/his remarks, all students will subsequently participate in the discussion thus broached. It is expected that participants will speak to one another and about the materials at hand in a professional manner.

**Presenting and participant discussion will count for forty percent** of each student's grade.

**C. Weekly Reaction Papers:** For the first eight weeks, students will submit, at the conclusion of each seminar meeting, a double-spaced, four-to-five-page essay on the work(s) of that meeting, using the criteria noted above.

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<sup>1</sup> Students may go to the Canvas site for this course to find the Zoom link on "Announcements" to go to office hours online. Given the COVID-19 delta variant surge, while students may elect to come to office hours in person, they must be properly masked to do so.

**These short exercises will count for twenty percent of each student's grade.** There will be penalties for either going over the page limit or late submission.

**D. Term Papers:** Students will choose, in close consultation with the professor, the nature and subject of their twenty-five page term paper. Students can decide to do a research paper or an historiographical essay. In History, a research paper is a paper which, while addressing the established literature on the topic, emphasizes the use of primary sources to make a new argument and/or demonstrate a new understanding of the topic. Generally, it is expected that the topic will have some special interest for the student in terms of current or planned thesis or doctoral research. An historiographical essay addresses the established literature on a topic in Brazilian history related to the student's own particular interests. A historiographical essay is taken here to mean an essay in which the student critiques each piece (books, book chapters, and articles may be used) using the five criteria used in the weekly reaction papers described above.

In regard to the sources for either paper, the instructor is aware that most students may well be unable to undertake research in Portuguese. Given the strength of the Latin American and Caribbean Collection and of the Rare Books Collection, we have ample possibilities in English and other languages. Even in English, the presumed default language of every student here, one could do a paper based on such sources as travellers' accounts, diplomatic correspondence, etc.. As an aid, the instructor has made available a list of many of them on his website. Note that the selection privileges the nineteenth century and race and slavery – students, of course, are not limited to that period nor those issues. We have a great deal of primary-source material for the twentieth century -- for example, collections donated by the sociologist Donald Pierson; the historian, Ralph della Cava; and the anthropologist, Charles Wagley. Students should begin early on their research, and the online site to the LACC is a good place to start (<https://guides.uflib.ufl.edu/c.php?g=147976&p=8462032>), as well as the LACC itself, the staff of which has a tradition of able support and advice for students and faculty in their work.

**These papers, which will count for forty percent of each student's grade,** will be due at the beginning of the seminar meeting of the next to last week. There will be penalties for either going over the page limit or late submission.

### **General Orientation to the Field:**

**As part of the mission of this seminar, the instructor lists here the required texts and other references to provide students with support for seminar obligations as well as their future teaching and research regarding Brazil's past.**

#### **A. Required Course surveys:**

**All students should purchase and read** the three paperback volumes on Brazil selected from the more extensive hardcover edition of the *Cambridge History of Latin America*, viz., Leslie Bethell, ed., *Colonial Brazil* (Cambridge, 1987); *idem, Brazil: Empire and Republic* (Cambridge: Cambridge Univ., 1989); *idem, Brazil since 1930* (Cambridge, 2008). These provide broad historical introductions up to the first few years of the twenty-first century. Students will profit from close study of the bibliographical essays included in each volume of the Bethell series. **The Bethell volumes are intended to serve as general surveys for the course and basic guides to the historiography.** They should be read slowly, accompanying the weekly readings, as they provide both narrative comprehension and an introduction to, or context for, thematic issues. Students who follow these directions will have a firm command of the Brazilian past, above and beyond what we discuss in the seminar meetings.

#### **B. Journals:**

Students are expected to present their own ideas and perceptions in their weekly critiques; **no one else's review should influence their work.** Nonetheless, for the purpose of secondary sources for the term paper, students should note the standard journals of the field (e.g., *American Historical Review*, *Hispanic American Historical Review*, *Journal of Latin American Studies*, *Latin American Research Review*, and the *Luso-Brazilian Review*). One also notes that many of the authors we will be reviewing published an article related to their longer work(s) in the *Hispanic American Historical Review* around the time when their books came out.

#### **C. Established Historiographies:**

Beyond the more recent bibliography represented by the Bethell essays, students are encouraged to examine the older surveys of the literature, e.g., Stanley J. Stein; "The Historiography of Brazil, 1808-1889," *HAHR*, 40:2 (1960); Thomas E. Skidmore; "The Historiography of Brazil, 1889-1964," *HAHR*, 55:4 (1975); E. Bradford Burns, ed., *Perspectives on Brazilian History* (New York: Columbia Univ., 1967); and the appropriate passages in the historiographical essays by Russell-Wood, Johnson, and Bushnell concerning works in English on Latin American history in *HAHR* 65:4 (1985). Some students may be concerned about the fact that much of this bibliography is decades old. While it is true that approaches to the past vary over time, the value of older analyses for understanding the past remains clear (particularly those by authors whose stature in the field is clear). The foci and sources of past colleagues may be new to students; the

reasons for an established historian's reputation may be clarified; foundations or "jumping-off" points for our own work may be indicated. In History, as in so many other disciplines, we often do best to search out the shoulders upon which we stand (or should stand) at the beginning of our own work.

Much of the bibliography in Portuguese is noted in Stein, Skidmore, and Burns. More recent bibliography in Portuguese, however, is in the Bethell volumes. For a more extensive sense of the field, particularly in the colonial period, Portuguese readers might examine the monumental *obra* of José Honório Rodrigues. The briefer essays noted, along with any later edition of the classic, Nelson Werneck Sodré, *O que se deve ler para conhecer o Brasil* (Rio de Janeiro: Civilização Brasileira, 1945), are perhaps best used after Bethell, if a more refined bibliographical search is desired.

Since the mid-1980s, published surveys of the field are even more selective (and, at times, subjective) than earlier, a result of the field's expansion in both Brazil and the Anglophone world. However, particularly useful studies include Leslie Bethell, "The British Contribution to the Study of Brazil" and Judy Bieber, "Brazilian History in the United States," both in *Envisioning Brazil: A Guide to Brazilian Studies in the United States*, Marshall Eakin and Paulo Roberto de Almeida, eds. (Madison: Univ. of Wisconsin, 2005); an ambitious attempt to work through the contributions along select thematic lines in both Portuguese and English is Barbara Weinstein, "Brazilian History beyond the Cultural Turn," in *Latin American History and Historiography*, José C. Moya, ed. (New York: Oxford Univ., 2007) and the more recent version, *idem*, "Postcolonial Brazil," in *The Oxford Handbook of Latin American History*, José C. Moya, ed. (New York: Oxford Univ., 2011). The monarchy, long neglected in Brazil and the Anglophone world, has received increasing attention over the last twenty years. The Brazilian academy's work on that era is exemplified and cited in Keila Grinberg and Ricardo Salles, orgs., *O Brasil imperial*, 3 vols. (Rio de Janeiro: Civilização Brasileira, 2009). A review of these volumes is online in Jeffrey D. Needell, "Grinberg, Keila e Salles, Ricardo (orgs.). *O Brasil imperial*, 3 vols. (Rio de Janeiro: Civilização Brasileira, 2010), 1.381p," in *Almanack: revista eletrônica semestral*, 2:2 (Dec. 2011): 160-67.

### Required Weekly Readings:

NB, the roman numeral preceding each week's reading refers to the week in the semester. Citations are abbreviated. The fall semester includes sixteen weeks; however, **6 September is a university holiday (Labor Day), and we will not meet.** We will, accordingly, meet only fifteen times.

### Colonial Foundations.

#### I. Portuguese Expansion and Overseas Institutions.

Charles R. Boxer, *The Portuguese Seaborne Empire* (New York: Knopf, 1969), chs.1-4, 9-14; Dauril Alden, *The Making of an Enterprise* (Stanford: Stanford Univ. Press, 1996), ch.3 .

#### II. Sugar and Slavery

Gilberto Freyre, *The Masters and the Slaves* (New York: Knopf, 1956), chs.1,4,5; Stuart B. Schwartz, *Sugar Plantations in the Formation of Brazilian Society* (Cambridge: Cambridge Univ. Press, 1985), parts 1-3; Joseph Miller, *Way of Death* (Madison: Univ. of Wisconsin Press, 1988), chs.4, 12-14.

#### III. The Seventeenth Century: Habsburgs, *Bandeiras*, the *Sertão*, and the Great Mines.

John Hemming, *Red Gold* (Cambridge, MA: Harvard Univ. Press, 1978), chs.12,13; Alden, chs.4,9,19.

#### IV. The Pombaline Era

Kenneth R. Maxwell, *Conflicts and Conspiracies* (Cambridge: Cambridge Univ. Press, 1973), chs.1,2,3,8; Gabriel Paquette, *Imperial Portugal in the Age of Atlantic Revolutions* (Cambridge: Cambridge Univ. Press, 2013), Introduction and chs.1,2.

### The Construction of the Nation-State.

#### V. Monarchy's Establishment in Brazil (c.1790s-1831).

Emilia Viotti da Costa, *The Brazilian Empire* (Chicago: Univ. of Chicago Press, 1985), chs.1,2; Kirsten Schultz, *Tropical Versailles* (New York: Routledge, 2001), chs.6,7; Roderick Barman, *Brazil* (Stanford: Stanford Univ. Press, 1989), chs.1-5.

#### VI. Coffee and Slavery.

Stanley J. Stein, *Vassouras* (Cambridge, MA: Harvard Univ. Press, 1957), pts.1-3; Warren Dean, *With Broadax and Firebrand* (Berkeley: Univ. of California Press, 1995), chs.7-9; Zephyr Frank, *Dutra's World* (Albuquerque: Univ. of New Mexico Press, 2004), chs.3,5, 8, and appendix.

#### VII. Regency and Regresso

Barman, Brazil, chs.6,7; Jeffrey D. Needell, *The Party of Order* (Stanford: Stanford Univ. Press, 2006), chs.2,3.

#### VIII. Second-Reign Political History

Judy Bieber, *Power, Patronage, and Political Violence* (Lincoln: Univ. of Nebraska Press, 1999), chs.3,4,7,8; Needell, *Party*, chs.4,5; Jeffrey C. Mosher, *Political Struggle, Ideology, and State Building* (Lincoln: Univ. of Nebraska Press, 2008), chs. 2,5,7,8; Hendrik Kraay, *Days of National Festivity in Rio de Janeiro* (Stanford: Stanford Univ. Press, 2013), chs.4,10.

#### IX. Slavery, Society, and Abolition

Mary C. Karasch, *Slave Life In Rio de Janeiro* (Princeton: Princeton Univ. Press, 1987), chs.7-9,11; João José Reis, *Slave Rebellion in Brazil* (Baltimore: Johns Hopkins Univ. Press, 1993), pts.1,3; B.J. Barickman, *A Bahian Counterpoint* (Stanford: Stanford Univ. Press, 1998), chs.6,7; Needell, *Party*, chs.6,7; Robert E. Conrad, *The Destruction of Brazilian Slavery* (Berkeley: Univ. of California Press, 1972), chs.9-17; .

#### To the Contemporary Era.

#### X. Politics, Society, and Ideology from the Old Republic to the Vargas Era.

Joseph L. Love, *Rio Grande do Sul and Brazilian Regionalism* (Stanford: Stanford Univ. Press, 1971), chs.4,5,7-11; Thomas E. Skidmore, *Black into White* (New York: Oxford Univ. Press, 1974), chs. 2,3,5,6; Dain Borges, "'Puffy, Ugly, Slothful and Inert': Degeneration in Brazilian Social Thought," *Journal of Latin American Studies*, 25:2 (May 1993): 235-56; Jerry Dávila, *Diploma of Whiteness* (Durham: Duke Univ. Press, 2003), chs.1,2,5,6.

#### XI. Economic Development.

Warren Dean, *The Industrialization of São Paulo* (Austin: Univ. of Texas Press, 1969), chs.6-8,10-11; John Wirth, *The Politics of Brazilian Development* (Stanford: Stanford Univ. Press, 1970), intro., chs.1-3; & conclusion; Joseph L. Love, *Crafting the Third World* (Stanford: Stanford Univ. Press, 1996), chs.8-13; Judson Valentim, "Environmental Governance and Technological Innovations for Sustainable Development in the Amazon," and Marianne Schmink, "Emergent Socio-Economic Development in Amazonia," both in Jeffrey D. Needell, ed., *Emergent Brazil* (Gainesville: Univ. Press of Florida, 2015).

#### XII. Issues of Race & Class.

George Reid Andrews, *Blacks and Whites in São Paulo, Brazil* (Madison: Univ. of Wisconsin Press, 1991), chs.1-4; John D. French, *The Brazilian Workers' ABC* (Chapel Hill: Univ. of North Carolina Press, 1992), pt.1; Jan Hoffman French, *Legalizing Identities*. (Chapel Hill: Univ. of North Carolina Press, 2009), Preface, Introduction, chs.3,4,5,6, Conclusion; Cliff Welch, *The Seed Was Planted* (University Park, Pennsylvania: Penn State Univ. Press, 1999), chs.2,3,4,7,8,9.

#### XIII. Aspects of Urban History.

Jeffrey D. Needell, *A Tropical Belle Epoque* (Cambridge: Cambridge Univ. Press, 1987), chs.4-6; Brodwyn Fischer, *A Poverty of Rights* (Stanford: Stanford Univ. Press, 2008), chs.2,4,5,6,7, and Epilogue; Bryan McCann, *Hello, Hello Brazil* (Durham: Duke Univ. Press, 2004), chs.2,4,5.

#### XIV. Gender History.

Susan K. Besse, *Restructuring Patriarchy* (Chapel Hill: Univ. of North Carolina Press, 1996), chs.2,3,6,7; James N. Green, *Beyond Carnival* (Chicago: Univ. of Chicago Press, 1999), chs.1-4; Sueann Caulfield, *In Defense of Honor* (Durham: Duke Univ. Press, 2000), chs.1,3,4,& Epilogue.

#### XV. National Identity, Race, and the State.

Marshall C. Eakin, *Becoming Brazilians: Race and National Identity in Twentieth-Century Brazil* (Cambridge: Cambridge Univ. Press, 2017), chs.1,2,7& Epilogue.

**Advice:**

Prudent students will note that the assigned reading, when combined with the additional reading for the research paper, demands disciplined, constant attention. It will be apparent that students who do not have a research topic worked out with the instructor by week VI risk a crisis in meeting their responsibilities. Since very few students are familiar with Brazilian history, few come up with a topic quickly on their own. **The instructor does not expect you to develop a term-paper topic on your own; he invites you to consult with him at your earliest possible convenience.**

**Penalties, Catastrophes, and Warnings:**

1. Please note that there are severe penalties for missing the deadline of the written submissions (each must be turned in at the beginning of the session indicated; if it is turned in during the session, it is penalized a half grade; if it is turned in within the twenty-four hour period following the deadline, it is penalized a full grade; if it is turned in within the second twenty-four hour period, it is penalized two full grades; and so on). "Turned in" means delivered by hand as hard copy; email attachments will not be graded, although they may be considered as proof of completion in a documented emergency situation. **Students who must turn in their papers late are responsible for signifying time of completion via email attachment; they should ensure hardcopy delivery as soon as possible, taking care to have the paper signed in at the time and date of submission by one of the secretaries in the Department of History office.**
2. **All written submissions of the course must be submitted to the instructor and a grade for each recorded in order to earn a course grade.** Failure to submit any written submission will result in course failure, unless the penalty is waived by the instructor.
3. As life has been arranged so that **unexpected catastrophes** occur for which even the prudent and virtuous student cannot prepare, the instructor will be willing to review student petitions for a waiver of penalty (or lessening of penalty). Such waivers will be granted at the discretion of the instructor, and are most likely to be granted in those cases in which the instructor deems that the catastrophe is credible and reliably documented. Advance warning, even the slightest, of an unexpected, oncoming change of plans is a prudent way to prepare the instructor for the possibility of mercy.
4. There is no **extra credit** option or possibility in this course.
5. The instructor will not tolerate **cheating**. The instructor will not tolerate plagiarism. A student in doubt about the meaning of cheating or plagiarism remains responsible for committing either and should consult with the instructor to understand the terms. A student guilty of either will fail the course and the matter will be referred to, and recorded by, the appropriate university authority.
6. The instructor assumes that adults are the best judges of their time and an **attendance** record is not kept in any of his courses (except for Department courses where it is mandated). However, in this one, he might as well do so, for a student who does not attend cannot participate, and participation counts for 40% of the grade.
7. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center.](#) It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

**The instructor is obliged to provide other information in regard to taking the course -- information on grading, cheating, evaluation of the instructor, and in-class recording:**

1. For the university's policies with regard to grades, see [Grades and Grading Policies < University of Florida \(ufl.edu\)](#)
2. Regarding university policy on matters of honor, such as cheating or plagiarism, UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code.](#) Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.
3. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner.](#) Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). [Summaries of course evaluation results are available to students here](#)

4. In-Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.